Read to Achieve Grade 3 Reading Portfolio Process

K-3 Literacy Division
North Carolina Department of Public Instruction

Accessing the Guide

Grade 3 Portfolio Implementation Guide

http://www.livebinders.com/play/play/850102

Purpose

- Opportunity to show proficiency other than one-day test
- Can be used to provide formative assessment information to teachers
- Equitable and uniform across state

Components/Integral Elements

- Component 1: Evidence of benchmarking and progress monitoring with mClass Reading 3D

- Component 2: Evidence of Personal Education Plan, if applicable

- Component 3: Completion of 36 reading passages

Component 1

- Evidence of benchmarking and progress monitoring from mClass Reading 3D
- Hard copies of student summary pages
- Administration of mClass Reading 3D is a requirement under the Read to Achieve law
- Not to be used as sole source for instructional decisions

Component 2

- Hard copy of PEP, if applicable
- Students at risk of academic failure
- Grades K-12
- End of first nine weeks
- Doesn’t apply if students “on or above grade level” in reading

Time of Year View

mCLASS Reading 3D

District: Professional ... | School: 12-13 NWT PM ... | Class/Group: NWT-PM | N WT1

Class Summary | BOY | MOY | EOY

Percentiles

Grade 2	DIBELS Next						Reading 3D	
	BOY	NWF CLS	NWF WWR	DORF Flu.	DORF Acc.	DORF Retell	TRC	WR
Name	Comp. Score	Goal 54	Goal 13	Goal 52	Goal 90%	Goal 16	Goal I	List Score
Ashley, Andrea		27	0	51	69	11	C N	B14
Centerson, Yvette		32	6	46	87	11	E F	B12
Goldberg, Sally		43	2	36	77	8	E F	B11
Jackson, Michael		32	4	41	87	8	G F	B16
Johnson, Tom		38	3	49	96	14	G F	
Kylie, Serena		42	0	36	82	10	G F	B17
Paupardin, Ninon		60	15	83	98	17	I N	
Powell, Kim		75	23	92	98	20	L N	

Tap a score to view the Probe Detail

Component 3

- Begins in January of third-grade year
- Secured passages with 5 questions
- Based on 12 reading standards
- 10 examples of each standard
- Student shows proficiency by completing 3 passages for each standard
- 4 out of 5 questions correct for mastery of passage

Guidelines

- Only 3 passages per week
- Must be a cold read
- Must be completed independently
- Untimed
- Can’t be sent home for homework
- All attempts must be documented, dated, recorded, stored in portfolio

Choosing Passages

- Determined by teacher
- Should match instruction on standards
- Sequencing will vary
- Based on student needs
- Record all attempts
- Passages can only be attempted ONCE

Score Summary Sheet

Appendix D

Student Reading Portfolio

Sample of Score Summary Sheet

Student Name: _____ **ID#:** _____

Teacher Name: _____

Portfolio Assessment: Student Score Summary Sheet

		Standard Name and Number			
Date of Administration			Date of Administration		
	Selection #1	____of 5		Selection #6	____of 5
	Selection #2	____of 5		Selection #7	____of 5
	Selection #3	____of 5		Selection #8	____of 5
	Selection #4	____of 5		Selection #9	____of 5
	Selection #5	____of 5		Selection #10	____of 5
		Standard Name and Number			
	Selection #1	____of 5		Selection #6	____of 5
	Selection #2	____of 5		Selection #7	____of 5
	Selection #3	____of 5		Selection #8	____of 5
	Selection #4	____of 5		Selection #9	____of 5
	Selection #5	____of 5		Selection #10	____of 5

Collecting Evidence

- Student's primary teacher
- Answer keys provided
- Scored and recorded on Score Summary Sheet
- All hard copies of attempts stored in portfolio
- Kept in secure, limited-access location

Procedures

- Teacher documents evidences for completed portfolio
- Second reader (instructional staff) verifies
- Principal certifies – sends school list to superintendent
- Superintendent approves Good Cause Exemption

Student Promotion Forms

Appendix E – Promotion Recommendation Form

All information must be completed and all supporting documentation must be included in the student portfolio housed in the cumulative record.
Component 1: Student Summary Sheet – benchmarking and progress monitoring results from mClass Reading 3D
Component 2: Copy of PEP, if applicable
Component 3: A minimum of three examples of mastery for each of the twelve standards must be provided. Student work must be independently produced in the classroom.
The signatures of the primary reading teacher, the instructional staff member who verified the student responses, and principal certify the portfolio contents as an accurate assessment of the NCSCoS required reading skills. The primary reading teacher who assigns the reading grade on the report card should sign this form.

School Name: _____ School Number: _____ Date: _____

Student Information:

Name (first name, MI, last name): _____

Student ID Number: _____

Accommodations for Students with Disabilities, Section 504, and English Language Learners:

All required accommodations were provided ☐ Yes ☐ No

_____

Component 1: Student Summary Sheet: Reading 3D ☐Yes ☐No

Component 2: Copy of PEP, if applicable ☐Yes ☐No

Component 3: Documentation to Demonstrate Mastery of the Grade 3 NCSCoS Reading Standards – Verification of 36 proficient passages (three passages for each of twelve standards) is documented on the Student Score Summary Sheet located in the student cumulative folder ☐Yes ☐No

Required Signatures:

Teacher: _____ (print first and last name) Teacher's Signature: _____ Recommend Student for Promotion: ☐Yes ☐No	Principal: _____ (print first and last name) Principal's Signature: _____ Recommend Student for Promotion: ☐Yes ☐No
Second Reader Verification _____ (print first and last name) Second Reader Signature: _____ Recommend Student for Promotion: ☐Yes ☐No	

Student Rostering Documentation

Appendix F – Portfolio Promotion Roster

North Carolina Public Schools
Grade 3 Reading Portfolio
Promotion Roster

School Name: _____ School Number: _____

Our signatures acknowledge/certify that all appropriate administration and scoring procedures were followed for the recommendations submitted below and that the portfolios are accurate assessments of the students' reading skills.

_____ _____ _____
Name of Principal Signature of Principal Date

Name of Student	Student ID Number

_____ _____
Signature of Superintendent Date

Which Students Need a Portfolio?

- Taught with NCSCoS
- Having difficulties in reading
- Use multiple forms of data to determine reading deficiencies
- Can be developed for any student in class

Accommodations

- Documentation of plans with accommodations
- IEP, 504, ELL
- Chart on page 5 of Implementation Guide
- No Read alouds

Timeline

- Can be completed by end of school year
- Good Cause Exemption
- Incomplete portfolios can be continued and completed in Summer Reading Camps
- Incomplete portfolios can be completed and used to show proficiency for mid-year promotion

Questions

- Contact information

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